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ABSTRACT

Evaluation criteria and a rating scale are provided for administrators, professional staff, and community representatives who want to assess school arts programs. These criteria may also be used to generate information to establish program goals, plan inservice programs, or plan and evaluate state and federal programs. Criteria are established for: (1) philosophy and policy; (2) management and administration; (3) preparation and training; (4) facilities and equipment; (5) communication and community involvement; (6) curriculum; and (7) evaluation. (SM)

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Promising Practices

Criteria for Excellence



Elementary Arts

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Elementary Arts

Criteria for Excellence

This booklet was designed to be used by administrators, professional staff and community representatives to assess arts programs. Other possible uses for information generated from using these criteria include:

- Establishing program goals
- Validation of promising practices or exemplary programs
- Self appraisal (school, district, or community level)
- Planning inservice
- Planning and evaluating state and federal programs
- Disseminating information

Evaluation should be executed by a committee of school staff, students, parents, and community members.



For each statement circle the rating number that most accurately describes the current status of your school's program.

Rating scale:

1) not started 2) started 3) some progress 4) almost achieved 5) achieved

PHILOSOPHY AND POLICY

- | | | | | | |
|--|---|---|---|---|---|
| 1) The school board has adopted a written philosophy for an elementary arts program. | 1 | 2 | 3 | 4 | 5 |
| 2) The written philosophy recognizes the arts as integral to the learning process. | 1 | 2 | 3 | 4 | 5 |

MANAGEMENT AND ADMINISTRATION

- | | | | | | |
|--|---|---|---|---|---|
| 3) The local school administration is involved in and assumes a leadership role in the planning of arts programs. | 1 | 2 | 3 | 4 | 5 |
| 4) The school administration is available and responsive to ideas from the general community for improving the arts programs, for example, from a citizen advisory committee. | 1 | 2 | 3 | 4 | 5 |
| 5) The administration is dedicated to recruiting qualified arts specialists, and/or art teachers to teach in the school. | 1 | 2 | 3 | 4 | 5 |
| 6) Procedures exist and are utilized in the schools which provide recognition for arts teachers who develop exceptional programs and increase student achievement. | 1 | 2 | 3 | 4 | 5 |
| 7) Procedures exist and are utilized in the schools to recognize students who excel in the arts. | 1 | 2 | 3 | 4 | 5 |
| 8) A planning process and budget exists for a well-balanced arts program beyond minimum classroom needs. | 1 | 2 | 3 | 4 | 5 |
| 9) There is participation from staff, parents, and the community in the program budget development and review process. | 1 | 2 | 3 | 4 | 5 |
| 10) Adequate funds are available in the budget for the development, maintenance, and replenishing of specific program needs, such as a music library or visual arts equipment and materials. | 1 | 2 | 3 | 4 | 5 |
| 11) Future art-related equipment needs are regularly considered in the long-range planning and budget process. | 1 | 2 | 3 | 4 | 5 |

PREPARATION AND TRAINING

- | | | | | | |
|--|---|---|---|---|---|
| 12) Arts teachers are certified in the area they teach. | 1 | 2 | 3 | 4 | 5 |
| 13) Workshops and inservices are available to specialists and general classroom teachers to improve teaching skills in the arts. | 1 | 2 | 3 | 4 | 5 |
| 14) Inservice is available to classroom teachers and paraprofessionals by specialized arts instructors or resource persons. | 1 | 2 | 3 | 4 | 5 |
| 15) There is an inservice program available to all teachers and administrators that encourages an understanding of the arts and their place in the curriculum. | 1 | 2 | 3 | 4 | 5 |
| 16) Time is provided for adequate preparation of instruction and for curriculum development during the school day | 1 | 2 | 3 | 4 | 5 |

FACILITIES AND EQUIPMENT

- | | | | | | |
|--|---|---|---|---|---|
| 17) There is enough specialized equipment available to allow teachers, both arts specialists and classroom teachers, to utilize and expand the use of the arts across the curriculum. | 1 | 2 | 3 | 4 | 5 |
| 18) There are media, library, and resource materials in the areas of music, dance, drama, visual arts, creative writing, and regional cultural arts available for use by students and staff. | 1 | 2 | 3 | 4 | 5 |
| 19) There are facilities in the school to learn, make, think, observe, respond to, feel, and perform the arts. | 1 | 2 | 3 | 4 | 5 |
| a) There are practice rooms to accommodate individual and small group practice. | | | | | |
| b) The school has access to the equipment necessary to equip elementary music, visual art, theatre, and dance programs. | | | | | |
| c) There is a place in the school where the public can view what is being done with the arts. | | | | | |
| 20) Building designs and expansion plans include meeting the space and equipment needs of arts instruction. | 1 | 2 | 3 | 4 | 5 |

COMMUNICATION AND COMMUNITY INVOLVEMENT

- | | | | | | |
|--|---|---|---|---|---|
| 21) There is an ongoing communication among administrators, teachers, students, parents, local arts community, and general public | 1 | 2 | 3 | 4 | 5 |
| a) There is community input in curriculum development in the arts. | | | | | |
| b) There is participation and support by community in the arts program. | | | | | |
| c) The local community helps provide rewards and recognition to students and teachers for their efforts and accomplishments in the arts. | | | | | |

Rating Scale:

1) not started 2) started 3) some progress 4) almost achieved 5) achieved

22)The arts program takes advantage of the local human and physical resources (through field trips, classroom visitations, etc.) including parents, museums, businesses, art agencies, natural environments. 1 2 3 4 5

23)There is community and staff involvement in building design and expansion plans. 1 2 3 4 5

CURRICULUM

24)There is a planned scope and sequence and curriculum guide available for the arts. 1 2 3 4 5

25)The curriculum provides for appreciation and understanding of the arts, both as participants and as audience members. 1 2 3 4 5

26)There are music, visual arts, dance, drama, and regional cultural arts activities for all elementary children on a regular basis. 1 2 3 4 5

27)Arts activities are integrated into other daily classroom activities. 1 2 3 4 5

28)Interdepartmental programs promote sharing and continuity through grade levels 1 2 3 4 5

29)Scheduling of classes in the school allows for comparable instruction time in all areas of the arts. 1 2 3 4 5

30)The program encourages all boys and girls to participate in all arts activities, regardless of traditional role models. 1 2 3 4 5

31)Older students act as resources and role models for elementary students involved in the arts. 1 2 3 4 5

32)There are special arts opportunities/classes available for children with special needs. 1 2 3 4 5

33)There is an ongoing process by which change can be accomodated, new ideas can be tried, and curriculum can be continually updated. 1 2 3 4 5

34)There are funds and time available to include visiting artists in the school. 1 2 3 4 5

EVALUATION

35)There is a process for evaluating the arts program and for communicating results to the staff, administration, and the community. 1 2 3 4 5

36)Students, parents, teachers, and the community are regularly involved in the evaluation of the arts program 1 2 3 4 5

Rating Scale:

1) not started 2) started 3) some progress 4) almost achieved 5) achieved

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Criteria for Excellence Elementary Arts Profile Sheet

	Not Started 1	Started 2	Some Progress 3	Almost Achieved 4	Achieved 5
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Philosophy and Policy

1. Written philosophy for arts					
2. Integral to learning process					

Management and Administration

3. Assumes leadership role					
4. Responsive to community					
5. Recruits qualified teachers					
6. Procedure for teacher recognition					
7. Procedure for student recognition					
8. Planning process and adequate budget					
9. Participation in budget and review					
10. Adequate funds for program maintenance					
11. Long range planning					

Preparation and Training

12. Certified arts teachers					
13. Workshops improve skills					
14. Inservice for classroom teachers					
15. Inservice emphasizes arts in curriculum					
16. Time for adequate preparation					

Facilities and Equipment

17. Specialized equipment available					
18. Adequate resource materials					
19. Adequate facilities for all arts activities					
20. Expansion plans meet arts needs					

Communication and Community Involvement

21. Communication among groups					
22. Program uses local resources					
23. Community input in expansion plans					

Curriculum

24. Scope and sequence, curriculum guide					
25. Arts appreciation					
26. Arts activities for all children					
27. Arts are integrated					
28. Continuity and sharing					
29. Comparable time for all arts					
30. Encourages boy/girl participation					
31. Older students as role models					
32. Arts for special students					
33. Process for curriculum change					
34. Visiting artists					

Evaluation

35. Process for program evaluation					
36. Group input in evaluation					



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